R E P O R T R E S U M E S

ED 014 581 VT 003 666

HANDICAPPED YOUTH EXPERIMENTAL TRAINING FUND. FINAL EVALUATION.

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PUB DATE 66

EDRS PRICE MF-$0.25 HC-$2.00 48P.

DESCRIPTORS- *HANDICAPPED STUDENTS, MENTALLY HANDICAPPED, VISUALLY HANDICAPPED, AURALLY HANDICAPPED, DEAF, BLIND, ORTHOPEDICALLY HANDICAPPED, EMOTIONALLY DISTURBED, EXPERIMENTAL PROGRAMS, EDUCATIONAL PROGRAMS, *WORK EXPERIENCE PROGRAMS, *SUMMER PROGRAMS, *PREVOCATIONAL EDUCATION, VOCATIONAL EDUCATION, SPEECH THERAPY, PHYSICAL THERAPY, PROGRAM DESCRIPTIONS, PROGRAM EVALUATION, SEATTLE, WASHINGTON,

THE PROJECT PROVIDED PREVOCATIONAL CLASSES, WORK-EXPERIENCE TRAINING, AND SPEECH AND PHYSICAL THERAPY FOR HANDICAPPED STUDENTS BETWEEN JUNE 20 AND AUGUST 26, 1966. THE HANDICAPPED INCLUDED SEVERELY MENTALLY RETARDED (35-50 IQ), EDUCABLE MENTALLY RETARDED (50-75 IQ), DEAF AND HARD OF HEARING, BLIND AND VISUALLY HANDICAPPED, ORTHOPEDICALLY HANDICAPPED, AND EMOTIONALLY DISTURBED. THE TOTAL PROGRAM INVOLVED 478 STUDENTS WHICH INCLUDED 274 WHO RECEIVED PAY FOR WORK EXPERIENCE. THE PROJECT INCLUDED (1) A PROGRAM AT LOWELL SCHOOL WHICH WAS DESIGNED PRIMARILY FOR THE 9- TO 13-YEAR OLD CHILDREN, AND CONSISTED OF MENTALLY RETARDED, ORTHOPEDICALLY HANDICAPPED, AND BLIND, AND (2) A PROGRAM AT PACIFIC SCHOOL FOR ALL 13- TO 21-YEAR OLD STUDENTS. WORK ORIENTATION AND WORK EXPERIENCE WERE PROVIDED AT PACIFIC SCHOOL IN SERVICE STATION TRAINING, POWER SEWING, JANITORIAL AND GARDENING TRAINING, CAFETERIA SERVICES, AND HOME ECONOMICS. THE PROJECT INCLUDED A CONTRACT WITH THE STATE OF WASHINGTON DEPARTMENT OF PARKS AND RECREATION IN WHICH 76 STUDENTS WERE EMPLOYED AT NEARBY STATE PARKS. IN ADDITION, 43 STUDENTS WERE EMPLOYED IN SUPERMARKETS, BOAT SHOPS, AMUSEMENT CENTERS, RESTAURANTS, AND OTHER BUSINESS PLACES. RECOMMENDATIONS CONCERNED KIND AND AMOUNT OF COUNSELING NEEDED FOR FUTURE PROGRAMS. (P3)

ED014581

"Special Manpower Volume"

Handicapped Youth Experimental Training Project

Summer 1966

Seattle Public Schools

VT003666

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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HANDICAPPED YOUTH

EXPERIMENTAL TRAINING FUND

Seattle Public Schools

Summer 1966

FINAL EVALUATION

This report on a summer youth demonstration project was prepared under a contract with the Office of Manpower Policy, Evaluation and Research, U. S. Department of Labor, under the authority of the Manpower Development and Training Act. Organizations undertaking such projects are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

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HANDICAPPED YOUTH EXPERIMENTAL TRAINING FUND

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FINAL EVALUATION

HANDICAPPED YOUTH EXPERIMENTAL TRAINING FUND

SEATTLE PUBLIC SCHOOLS

PREFACE

Most children are <u>taught</u> to play both individually and cooperatively by parents and teachers early in life. They are <u>taught</u> how to read and study shortly thereafter. Society forgets that a child has to also be <u>taught</u> to work and <u>learn</u> job responsibility. We cannot expect students to sit in academic classes until they are 17 and then go to work successfully without first <u>learning</u> to work or have work experience.

If this is true for the average student in school today, then it is doubly true for the handicapped student for whom society has little expectations.

In actuality, the handicapped child often <u>can</u> work and contribute to his own support. Some, with work orientation, can be independently employed. Many can succeed in sheltered workshops or in industry with a supervisor who understands their limitations and abilities. The physical, social, and emotional development, however, may continue to be limited. These children can develop near the limits of their potential, if provided stimulating and realistic opportunities.

Many writers are recommending work-study or in-school job training for culturally deprived and poverty-ridden students.

The handicapped child, for the most part, has not been considered for such programs. Yet, every handicapped child suffers a form of poverty--a poverty of ability and potential, and a poverty of physical or academic skill. If this student is not now suffering economic poverty, he probably will later, as an adult, regardless of his family's present income.

Year after year the families, the state institutions, and private organizations pour millions of dollars into the care or housing of the handicapped. Millions of dollars are spent on medical research to discover the causes, but little is spent for developing the abilities and potentials that these children have. Most of these students will have to have some sort of shelter for the rest of their lives--shelter in understanding, shelter in a special work situation, or total institutional care.

<u>Problem</u>

Throughout our nation, there is a growing concern regarding our methods of

educating handicapped children. In the past, major efforts have been concerned with academic learning difficulties.

The elementary years are spent facing a variety of remedial, or special, reading techniques. At 13 years of age, these handicapped students, for the most part, are still retarded academically and confronted with more special academic work at the junior high level. This repeated stress on the child's weakest areas forces him into a pattern of continual failure. Instead, every effort should be made to search for abilities outside the academic arena in which the child may achieve success.

The community, the schools, and too often the handicapped look upon themselves as failures. At the end of his school career, the handicapped child usually has no work orientation and/or job experience. Often he has no idea of himself as a wage earner, or has occupational goals totally unrealistic in light of his handicap.

The low expectations frequently held by the parents and community for the handicapped child, tend to force him away from reality into an unnecessarily dependent position.

These low expectations affect the child's physical life also. The over-concerned and harried parents or teacher may confine the child to classroom, house, or yard. Sometimes the child himself needs external stimulation and attention to keep him active and may not get it. The results of such forced or self-induced inactivity may be either extreme irritability and hyperactivity, or withdrawal and immobility.

The lack of activity decreases endurance, muscular development, and coordination, which further limits his employment potential, adding, in some cases, to the chances of institutionalization.

Description of Program

The term "handicapped" used herein shall include any student designated by Seattle Public Schools as:

- Severely Mentally Retarded (SMR) 35-50 IQ
- Educable Mentally Retarded (MR) 50-75 IQ
- Deaf/Hard of Hearing
- Blind/Visually Handicapped
- Orthopedically Handicapped
- Emotionally Disturbed (ED)

The term "prevocational" is used to designate training leading to employment in unskilled areas.

The project was designed to use the experienced staff and facilities already in Pacific and Lowell Schools, which have been successful with the regularly enrolled students. We revised our procedures, in order to broaden experiences for a more diversified group of handicapped children.

The project provided prevocational classes, work-experience training, and therapy (speech and physical therapy) for handicapped students between June 20 and August 26, 1966. Students who showed progress in work orientation during their prevocational classes were given work experience

jobs within the school. They were paid for this work on a sliding scale ranging to $1.25 per hour to provide incentive for improving. If a student showed exceptional work maturity he was placed on a full-time job.

Total Program

Number of students involved in the total program	- 478
Number of students who received pay	- 274
Total manhours worked (not including those paid by employer)	- 47,234
Number of accidents	- 0
Number of accidents by those paid by employer	- 0

The Washington State Attorney General issued an opinion allowing children below the age of 16 to be employed if such employment be part of a training program. A permit from the State of Washington Department of Labor was solicited and issued, allowing the payment of substandard wages.

In addition, Forestry Day Camps run by the Washington State Parks and Recreation Department provided full-time employment experience for selected boys.

Work experience was a bridge between the school and limited independence in the labor market. Even with some work experience, the majority of these students will not be able to compete in the labor market. They will continue to need understanding by supervisors, and/or subsidized wages, or sheltered workshops for the rest of their lives.

To achieve some degree of employability, training was offered that met the handicapped at his level and provided opportunities to include the following:

- Find and develop the abilities he does possess
- Supervised physical movement and exercise to build endurance
- Exposure to a wide variety of prevocational classes with students and adults in a work setting
- Wider public contact and responsibility through field trips and part-time work.

The summer program for Lowell and Pacific Schools was new and additional because:

1. Summer school programs in the Seattle Public Schools have seldom included the severely retarded or orthopedically handicapped youths.
2. Few public schools provide prevocational work-experience programs for handicapped students, especially during the summer months when the average student gains work experience.
3. These work experiences provided the student with realistic job pressures, yet maintained the counselling, supervision, and evaluation provided by the school.
4. Our program was aimed at preventing handicapped children from joining the ranks of the "hard core" unemployable.

This summer program helped to provide solutions for the following problems:

1. The Handicapped Student

   A. Dignity acquired in knowing and in having others know that in some measure the student can contribute to society and his own well being by constructive work.

   B. Provided the necessary experience for the student to contribute at least partial support for himself.

   C. Improved self-confidence was gained from successful prevocational class or work experience.

   D. The opportunity to earn and learn in relation to a real job.

2. The Family

   A. Provided the parents release from what could have been 24-hour supervision of the child.

   B. Provided the parents an opportunity to work outside the home to reduce the cost of supporting the handicapped student.

   C. Allowed free time for parents to see the child and the problem under less frustrating circumstances.

   D. Improved the stability and mental health of families having handicapped children for it provided new hope, defrayed expenses, and took the child off the street and out of the home for the summer at no cost to the families.

3. Industry

   A. Introduced industry to the potential these students possess.

   B. Gave industry and business an opportunity to contribute, by direct action, in the solution of one of society's problems.

4. Society

   A. By increasing the student's ability to partially or totally provide for himself, the need for welfare, disability payments or institutionalization is correspondingly decreased.

   B. Demonstrated to the public that the handicapped are capable of work and at least partial support of themselves.

   C. Allowed the school and industry to observe and evaluate these students, so that those who are potentially employable are not overlooked.

LOWELL SCHOOL

Mr. Everett Gearhart, Principal
Lowell School
Seattle, Washington August 21, 1966

Dear Sir:

C I'd like to say 'thanks' to a group of people who helped my Molly have an active and rewarding summer.

O

The scheduled activity, therapy and companionship gave
P her much to learn and pass on to her family many days a week. The regulation of the pick-up and school hours did
Y a lot towards a pleasant summer for me and our family.

I feel this program was very worthwhile and sincerely hope this summer school can be operated next summer. Thank you all again and bless the powers who thought of this and pursued it til it became a reality.

Sincerely, Mrs. W. C. H.

The program at Lowell School was designed to benefit primarily the younger group of children, ranging in age from 9-13 years. Handicaps included mentally retarded, orthopedically handicapped, and blind. A few older students, approximately 12%, were included in the Lowell program due to special handicaps which precluded their attendance at Pacific.

Specifically, the program was designed to:

1. Reinforce skills and attitudes attained during the regular school year.

2. Present basic activities that would assist the individual to prepare for vocational training.

3. Continue intellectual development with classroom activities.

4. Provide for emotional development through group games, social activities, and directed educational activities.

5. Increase physical endurance and fitness.

6. Exposure to the community to broaden horizons and decrease inhibitions resulting from handicaps.

The group was split between morning and afternoon sessions. Parents were given a choice between the morning and afternoon sessions. Two sessions were run because of problems of transporting the severely handicapped and because the endurance level of these students precluded an all day program.

Each child rotated through four 35-minute periods. Classes offered were Physical Education, Music, Arts and Crafts, and Academic. Numerous field trips were included. A separate program was designed for the blind.

Enrollment Data

The original intention of the proposal was to have 200 students at Lowell School. Since the notification of approval of the program came only two days before the end of the regular school year, many families already had summer activities planned. The lower age of students at Lowell made parents more reluctant to enroll them without sufficient time to weigh the program.

During the summer the enrollment ranged from 158 to 129, and at the time of this analysis stood at 135.

Males	72	Race:	Caucasian	104
Females	63		Negro	24
	135		Other	7
				135

Types of Handicap:		Ages:	9 years	21
Severely mentally retarded	38		10 "	30
Blind	12		11 "	19
Orthopedically handicapped	16		12 "	28
Educable mentally retarded	69		13 "	21
	135		14 "	12
			15 "	2
			16 "	0
			17 "	2
				135

Withdrawn: Reasons	
Transferred to Pacific	5
Family vacations	13
Excluded for behavior	1
Summer surgery	3
Work in family store	2
Parents' request	2
Moved	3
	29

Arts and Crafts

Aims:

1. Developed ability to manipulate a variety of tools safely and effectively as a preparation for prevocational training.

2. Developed good attitude toward the responsibilities of work, i.e., tolerance of peers, budgeting time, accuracy, following directions.

3. Developed sense of pride of accomplishment in carefully finished product.

4. Increased awareness of colors, textures, and forms.

5. Developed self-help and independent work habits.

Clay, crayons, tempera, woodworking, leathercraft, weaving and needlecraft were among the projects used. The last of the above objectives proved the most difficult to achieve, but also the one which showed the most improvement.

Teacher Recommendations:

1. Longer work period is required, since setting up and putting away took most of the period.

Music

Group singing, rhythms and training in listening were used as devices to achieve the following aims:

1. Increase ability in all areas of language arts.

2. Develop rhythmic skills and responses.

3. Develop listening skills and ability to discriminate sounds, pitch, and speech patterns.

4. Learn to work and play together, to accomplish a group goal.

Although many of the children were negative at first, by the end of the project they were enthusiastically working together. The aspect of the summer program that appeared most successful was the social advantage of having children with various abilities grouped together. Children in wheel chairs and severely disabled live sheltered lives and experience schooling grouped together. This summer arrangement gave these children companionship of a nature that can only broaden their scope.

Teacher Recommendations: None.

Academic

The main objective was to prevent the regression which handicapped youngsters generally incur during the summer. The program was designed to:

1. Give practice in academic skills.

2. Give remedial help.

3. Introduce new skills.

4. Establish good work habits.

5. Learn to apply classroom skills to practical use.

6. Develop a desire to make use of total ability.

The children were first assigned on a random basis. This was found impractical. They were then grouped by ability and a more productive atmosphere prevailed.

Teacher Recommendations:

1. Ability grouping for academic class.

Physical Education

Equipment used in the program included medicine balls, game pins, rubber hose, balance beams, nets, hoops, tires, climbing towers.

The primary objective for the physically and mentally handicapped was to increase the basic motor skills, strength, agility, and endurance. The secondary objective was to provide opportunity for social, recreational and occupational skill development.

Activities were selected on the basis of total participation by each child. The "activities" approach rather than the "skill" approach appeared highly successful, judged by the enthusiasm, attitudes and eagerness of the participants.

The physical education portion of this program was outstanding. Many of the children were out of wheel chairs helping others. The most dramatic changes appeared in the self-image of the ambulatory-physically handicapped children.

Teacher Recommendations:

1. Paid assistants to help individualize the program.
2. Swimming.
3. More diversified playground equipment.

Speech Therapy

Children with mental and physical handicaps show a much greater than normal incidence of speech problems. Two therapists worked with children exhibiting particular problems. The greatest progress was made through use of puppets, tape recorder, and record player. The therapists felt all the children could benefit from speech improvement training and activities designed to build self expression.

Teacher Recommendations:

1. General speech improvement classes should be available to all students.

Blind

The class for the blind was a separate program, operated one day a week (officially from 9 to 5, but continuing unofficially until 9 p.m.) The blind students differed materially from the balance of the student body; they were at grade level and average, or above average, students. These factors plus the techniques utilized for instruction of the blind made a separate program desirable. These students had a long attention span and a great amount of endurance.

The main objectives of the program were intellectual stimulation, and the offering of activities and subject matter not available to blind students during the school year.

A.M.: Science (not available for the blind during regular year)
Psychological, biological and physics experiments
Mathematics
Art projects (not available during regular school year)

P.M.: Swimming (Seattle Park Department furnished assistant)
Physical therapy
Art
Music code in Braille

The teacher then took the students to her home for Home Economics, Cooking, and Band activities.

An all-day field trip to Fort Lewis was taken to acquaint the students with the functions of the military.

Teacher Recommendations:

1. One class of 24 for blind, with two assistants; and another class of 24 for partially sighted, with two assistants.

2. The need for more stimulating experiences is just as strong for the blind as for other handicapped.

3. A two-week intensive program for the blind, instead of one day a week, is recommended.

Summer School Excursions - Lowell

From July 1 to July 22, 1966

Date	Name	Number Attending
7-1	Western Tours of Seattle	60
7-8	Western Tours of Seattle	60
7-12	Grandma's Cookies	60
	Coca-Cola Bottling Co.	20
7-13	Grandma's Cookies	60
	Coca-Cola Bottling Co.	20
7-15	Museum of History and Industry	60
7-18	Langendorf Bakery	30
7-19	Museum of History and Industry	60
7-20	Langendorf Bakery	30

7-21	Carnation Milk Co.	30
7-22	Carnation Milk Co.	30
	Tsue Chong Co. (Noodles)	30

Total number of excursions: 13.

Teacher Recommendations:

1. Funds be made available to pay admissions and fares for educational activities.
2. Groups be limited to 10-15.
3. More extensive preparation for each trip.
4. Special teachers to handle field trips.

Lowell Evaluations

Teachers were unanimous in their enthusiasm for the project and strongly recommend future summer projects of this type.

The major problem encountered was the very late approval of the program, which had the following effects:

1. Limited enrollment.
2. Did not allow sufficient time for planning by teachers.
3. Precluded use of many community facilities which had already been committed to other programs.

Teacher Comments: "...program offered an extraordinarily stimulating experience to youngsters who might otherwise have silently suffered the inevitable ennui of the exceptional child."

"To have a crippled or retarded child come and say 'thank you' or 'I wish this weren't the last day' makes the taxpayers' dollar well spent."

"This program has provided a background and foundation for future programs in this area."

Parents: Most of the teachers reported numerous letters and phone calls from parents expressing approval and gratitude for the program. Letters continue to arrive.

"...I'd like to say how much I personally felt this program had helped our child....Let's see if we can have summer school every summer."

"It made her summer worth living....The program has kept her interested and busy. I hope there have been enough good results from it to continue next year."

Students: Students were enthusiastic and all reported great willingness to participate again.

Boy, 13: "I like this school because it got the nicest teachers and principal. I enjoy the field trips very much. I wish I could come again. I wish I go to this school all summer or have all the teachers in fall through spring. I like music very much."

Boy, 13: "...don't want to leave school because I had so much fun. I especially liked writing. I will never forget Miss Kelso or Mrs. Eikhof."

Girl, 11: "I miss the undersea garden than /sic/ at home I sarte /sic/ crying."

General Recommendations:

1. Assign assistants to each teacher. The severity of handicaps and the youth of these students makes closer supervision essential. Recruit such aids from high school, college, and other teachers interested in Special Education.

2. Group students by age and ability. Too much difference in age and ability causes morale problems.

3. Prevocational training should be tried for older orthopedically handicapped (wheel chair) students.

    a. Production line in foods preparation: salads, sandwiches, and desserts.

    b. Assembly line work of several types.

4. Maintain rotating classes but with longer periods. Students are thereby exposed to more adults.

5. Use teachers not necessarily experienced in working with the handicapped. They have no preconceived expectations and often get more from the child.

6. Severely retarded and ambulatory students should be removed from special transportation, if at all possible, and taught to take city transportation. Only in this way will they learn to function in the outside world. The greatest problem in accomplishing this is in overcoming parental objections.

PACIFIC SCHOOL

C

O

P

Y

Dear Mrs. Johnson:

I would like to thank you and your supervisors and associates in this summer's employment opportunity program for deaf young people for the opportunity you gave my daughter, Claire, to widen her horizons and improve her perspective in the most constructive way possible.

My husband and I feel that the manner in which this program was conducted, and the atmosphere of enthusiasm and cooperation and efficiency among the responsible movers and doers, was of the highest quality. This kind of leadership - the kind that teaches the individual to rely on himself, and to prove he can do it himself, is the kind of education, and re-education that should be available to the whole world.

Claire hasn't the perspective in life yet to see what she got out of this besides money, but we do - over and above the ultimate benefit to us as taxpayers. And we thank you, one and all.

Most sincerely, Mr. and Mrs. M.Y.

The program for handicapped students from 13 to 21 was designed to provide work experience and work orientation for:

Severely mentally retarded (SMR) - (35-50 IQ)
Educably mentally retarded (MR) - (50-75 IQ)
Deaf/Hard of hearing (D)
Orthopedically handicapped
Emotionally disturbed (ED)

The spread of age and disabilities necessitated training at a wide variety of levels. The program was designed to allow progression by students from one phase to the next, as the school day was arranged in three periods, each two hours in length. For this reason, enrollment in each class varied as students were reassigned to better meet their needs and increasing abilities, or to work. Enrollment figures for each class are therefore given in averages. A wide variety of field trips were arranged to give the children a chance to see what people do at work and to broaden and stimulate students.

Student progression was generally as follows:

1. Teach the child how to be employable by stressing attendance, following instructions, and appearance.

2. Teach him marketable skills using a pay incentive under the close supervision of a classroom teacher.

3. Place him in outside employment, subsidizing his wage until he gains maximum efficiency.

Statistics for Pacific

Total number of students enrolled (including forestry camps and those on outside work assignment, as these were administered through Pacific) - 320

Sex:

Males	- 202
Females	- 118
	320

Race:

White	- 176
Negro	- 131
American Indian	- 5
Oriental	- 6
Mexican American	- 2
	320

Age:

12 years	- 3
13 "	- 31
14 "	- 58
15 "	- 58
16 "	- 81
17 "	- 35
18 "	- 32
19 "	- 8
20 "	- 8
21 "	- 5
22 "	- 1
	320

Handicap:

Mentally retarded (included many multipally handicapped)	- 245
Deaf/Hard of hearing	- 37
Emotionally disturbed	- 8
Blind/Visually handicapped	- 3
Severely mentally retarded	- 27
	320

Withdrawals: Total - 61

For work	- 14
Other schools or training	- 4
Vacation	- 3
Moved	- 2
Medical	- 5
Parents' request	- 7
No interest	- 6
Attendance	- 3
Employment terminated	- 5
Quit work	- 2
Suspended	- 1
Don't know	- 9

Average enrollment in classes per day at Pacific: 140.7

1st period - 145.8
2nd period - 135.0
3rd period - 141.3

Production classes:

Some students were in more than one production class, therefore enrollment is greater than the number of students in school.

Average daily enrollment total of three periods: 189.0

Auto shop - 37.5
Sewing - 33.0
Janitorial - 38.6
Cafeteria - 47.9
Home Econ. - 32.0

Non-production classes:

Some students were in more than one non-production class, therefore enrollment is greater than the number of students in school.

Average daily enrollment total of three periods: 232.8

Art - 41.5
Crafts - 51.3
Music - 40.2
P.E.(boys) - 32.1
P.E.(girls)- 31.0
SMR - 36.7

NON-PRODUCTION CLASSES

Physical Education, Art, Crafts, Music, Severely Mentally Retarded: although these were not training classes, they do serve an important function in preparing the child for work.

Through use of a pleasant activity the child learns:

1. Use and care of equipment.

2. Discipline of finishing a project.

3. Satisfaction of accomplishment through sustained effort.

4. Dexterity in handling tools.

Physical Education:

Average daily enrollment for three periods, boys - 32.1
Average daily enrollment for three periods, girls - 31.0

Three classes per day were run for boys and three for girls. The program included calisthenics, personal hygiene, games (basketball, soak'em, line soccer), and weight lifting for boys and girls. Boys and girls P.E. classes met separately and together. The coeducational activities, such as badminton, volleyball, and softball, proved popular and successful. Standards of appearance and behavior rose.

The purpose was twofold:

1. To increase strength, endurance, and skills.

2. To provide a healthy recreational experience.

Strength gains were shown by both boys and girls. The most striking gains were made by those students not regularly enrolled at Pacific.

Teacher Recommendations:

1. Future programs should be planned around activities not affected by enrollment change.

2. Activities should be more varied.

Crafts:

Average daily enrollment total of three periods was 51.3

Projects with plastics, ceramics, mosaic and inlaid tables, carving "tikis," pottery and jewelry making were used.

Aims:

1. Students should develop simple skill and appreciation of the tools, materials, and processes to be used.

2. They should develop the ability to safely handle basic materials and tools.

3. Students should develop a desire to practice increasingly difficult operations.

4. They should develop an appreciation of workmanship and design.

5. Students should develop habits of cooperation, leadership, initiative and self reliance by:
   Learning to do their best
   Sharing responsibility for shop care
   Giving and taking constructive criticism

In the summer project, students were encouraged to tackle large projects and carry them through to completion. Several girls made inlaid and mosaic tables. A number of the boys carved large "tikis" from sections of telephone poles. Dexterity and skill with tools were thus developed.

Since children are working on a variety of projects at the same time, they also learn by observing others.

Boys and girls learned to safely handle a variety of tools and machinery including kilns, air brushes, soldering equipment, drill presses, metal band saws, buffing wheels and grinders.

The items completed in this class were of such excellent quality that a display was taken to the State Fair.

Teacher Recommendation:

1. The longer class periods were an advantage and should be planned for any future project.

Music:

An average of 40.2 students daily participated in the program.

The students learned popular songs, performed for visitors, and prepared for a television appearance. The classes were organized with three objectives:

1. Training in ukulele - to develop dexterity
   - to learn to work together

2. Listening activities - to develop auditory discrimination
   - to increase musical appreciation

3. Rhythmic activities: - to develop timing
   bongo drums - to develop dexterity
   tambourines
   drum sticks and pads

Teacher Comment: "I had two students in my class this summer who spent the entire year in my regular class and never learned one thing...This

summer they have both raced ahead of all the other students and are really the star players...It has certainly made a difference in their behavior and has really been important to them."

Teacher Recommendations:

1. Shorter periods; the two hour period proved too long for music.
2. Arrange more performances.
3. Work with smaller groups within the class.

Art:

The average daily enrollment in the art program was 41.5

Materials included cut paper designs, felt pen drawings, drawings of field trips, tempera work, collages, silk screens, clay pastels, monoprint, wire sculpture, and batik.

Art is important in the curriculum of the handicapped child. It provides a means of expressing ideas, stimulating imagination and inventiveness, and developing skill in the handling of different materials. If taught creatively it is a real aid in developing problem solving.

The level of difficulty of each project need be both within the limits of the child's ability and geared to his social level. Most projects were related to field trip experiences.

Teacher Recommendations: None.

Severely Mentally Retarded:

Average daily enrollment total of three periods was 36.7

These children were kept as a self contained unit, except for those placed in forestry camp or in production classes.

The program included activities each day in the following areas:

1. Arts and crafts
2. Physical Education
3. Storytime
4. Work experience
5. Oral expression

The aims of this program were:

1. Individual creativity and expression
2. Self confidence

3. Social growth

4. New experiences

The opportunity was provided for some severely mentally retarded students to be included with "educables" as part of the regular program. The teacher felt much social growth and maturity were achieved by these students. Regression was replaced with learning.

Teacher Recommendations:

1. Those students who were part of the regular program should be evaluated and compared with those not included, in regard to social growth, work experience, attitude, and adjustment to classes in the fall.

2. More physical education.

PRODUCTION CLASSES

Service Station Training, Power Sewing, Janitorial and Gardening Training, Cafeteria, and Home Economics.

In these classes students were paid for real and necessary work performed in a closely supervised two hour period. The pay, with raises based on attendance, productivity, and proficiency was the first work experience for many of these children.

Goals stressed:

1. Necessity of regular attendance.

2. Relationship of pay to performance.

3. Use of equipment.

4. Learning the requirements of a marketable occupation.

5. Proper relations with supervisor and fellow employees.

Service Station Training

Average daily enrollment in three periods was 37.5

Students were trained to wash and wax cars, change tires, make oil changes and lubrication.

The original plan for this class did not take into consideration the fact that students would be paid for work. Therefore, more work projects and less general automotive information was incorporated. The fact that students were paid wages was a very good experience. For many students, if not all, it was their first working experience and their first experience with income tax and social security.

Teacher Recommendations:

1. The work should be made more intensive.

2. The atmosphere should be made less friendly.

Janitorial and Gardening Training

Average daily enrollment was 38.6 students in three classes.

The class assignments were:

1. Police, sweep, and clean the school area.

2. Mow, clip, rake, weed, and maintain the playground and school landscape.

3. Lunchrooms: sweep, mop, straighten tables and chairs.

4. Stairways and halls: sweep and wax.

This is an area in which there is much employment potential for handicapped students. The use, maintenance and storage of equipment was an aspect of the training in which the students took great pride.

As enrollment increased, the level of building and grounds maintenance was brought to a maximum and other jobs such as painting, refinishing tables, washing windows, and cleaning paint boards were added. Relations with "the boss" and fellow workers were stressed, but more work is necessary in this area.

Competent boys were immediately transferred to Forestry Camp, making this a real training experience for those remaining.

Teacher Recommendations:

1. There should be a paid foreman for each period.

Production Sewing

Average daily enrollment was 33 for a total of three classes.

Girls were trained in the use of power and domestic sewing machines. Besides personal domestic sewing, the girls were paid for production of non-personal items. Production items included:

500 bean bags for Physical Education
50 tea towels for Foods class
curtains and pillows for Nurse's office
100 shop aprons, machine embroidered with appropriate identification

Attendance was much better than during the regular school year and improved as the program progressed. Attendance was encouraged by regular pay check. Some girls were bored by the routine and the drab materials,

but therefore the work experience was more authentic. The pay was good motivation, but should be used only for actual production, not learning.

Teacher Recommendation: None.

Cafeteria Training

Average total enrollment of three periods was 47.9

With the supervision of one teacher, the cafeteria training classes prepared and served the 140 meals served in the lunchroom each day. Without this opportunity for real experience, the class would not have been possible. (See separate section on Lunch Program.)

Cafeteria training is divided into three classes, each with different responsibilities:

Period I - Food Preparation
- A. Make menus
- B. Cook: main dish
  vegetables
  salads
  desserts
  breads

  Additional items were prepared by the Home Economics class

Period II - Serving Food
- A. Arrange counter
- B. Dish foods
- C. Serve customers

Period III - Cleanup
- A. Storage of leftovers
- B. Disposal of waste
- C. Dishwashing
- D. Tray washing
- E. Keep all equipment clean and kitchen sanitary and orderly

Pupils are assigned to exact duties, which revolve at stated times so all had an opportunity to learn different duties.

This class is patterned after one run during the regular school year for educable retarded students. The summer class included deaf and severely retarded students. There are many opportunities for employment in restaurant work, food production and packaging for students with this type of training. During the regular school year, 38 students have been employed through Seattle Public Schools' Neighborhood Youth Corps Project, in eight nearby grade schools as cafeteria assistants. This fall the demands for cafeteria assistants in schools far exceed the reduced Neighborhood Youth Corps allocation for wages.

Teacher Recommendations:

1. Intensify definite job activity.

2. Place more emphasis on improvement and responsibility.

Home Economics

Average daily enrollment for the three periods was 32.

These classes provided some supplementary food for the lunchroom. Afternoon classes were engaged in baking, preparing such desserts and salads as need refrigeration before serving. They also prepared the box lunches needed on field trips.

The foods work for the class was developed as an adjunct to the cafeteria training class. Many of the members of these classes had no training in home economics, are on varying levels of ability, and have very low standards of work. This was an excellent time to train them in recognition and use of equipment, utensils and supplies used in the foods laboratory.

Work periods had to be curtailed as there was not enough actual work. Class time was therefore supplemented with nutrition, menu building, etiquette, setting and serving, waiting on tables, and order taking.

Teacher Recommendations:

1. Other home economics areas should be studied, i.e., maid service, catering, laundry, household mechanics.

2. More training in appearance and personality to aid in employability.

Nurse:

Certainly the healthy experienced worker is likely to be more productive, and he is likely to increase his future employability by the development of good work and health habits.

175 students were seen due to illness or other complaints
112 students were seen for health reappraisals
83 examinations were made by an M.D. for forestry camp and lunchroom

The weakest link in the summer project from the standpoint of health is that although we are frequently aware of the student's health status, it is difficult to secure adequate medical and dental care for them. Large families on marginal incomes explain only a part of the difficulty. Many of these families, because of their cultural deprivation, seek care only when the stimulus of pain forces them to do so. We have a limited number of community health resources and frequently the waiting lists are too long.

We were able to give health talks, discuss health films on such topics as nutrition, cleanliness, communicable disease control, digestion, heart and circulatory system, dental health, and effects of smoking.

Many of the students have not only histories of academic failure, but they also suffer from physical disabilities of a chronic or permanent nature. However, usually the children who chronically complain of not feeling well and visit the nurse often, are those who suffer mainly from fatigue, lack of tender loving care, and have poor eating habits.

We have observed that there was a decrease during the summer in the number of students who dropped into the nurse's office with chronic complaints.

Summer School Excursions: From 6-23-66 to 7-22-66

Date	Name	Number Attending
6-23	Frye Art Museum	15
6-27	University of Washington Fish Hatcheries	40
	Carnation Milk Company	40
6-30	Coca-Cola Bottling Company	22
7-1	University of Washington Fish Hatcheries	40
	Carnation Milk Company	40
7-5	Seattle University Maintenance and Gardening Department	30
7-6	Grandma's Cookies	40
	Seattle Art Museum	40
7-8	Todd Shipyards	40
	Fireboat Terminal	40
7-11	Goodwill Industries for Handicapped Workers	20
	Carnation Milk Farms, Carnation City, Wn.	40
7-12	Goodwill Industries for Handicapped Workers	20
	Seattle Meat Packing Company	25
	Sunny Jim Preserves	20
	Seattle Marine Aquarium	45
7-19	Bethlehem Steel Corporation	40
	KOL Radio Station	10
	Alki Light House	50
	KJR Radio Station	50
7-20	Woodside Art Gallery	40
7-21	Crescent Manufacturing Co., Spice Products	20
	Tsue Chong Company, Noodles	25
	Langendorf Bakery	45
7-22	Carnation Milk Farms, Carnation City, Wn.	40

Total number of excursions: 26

Field Trips: Every child needs a wide variety of experiences to grow in today's world. For the child handicapped, and in most cases doubly handicapped by a background of cultural deprivation, such experiences are the key to survival.

Jobs are easy to talk about, but the effect of seeing people at work is invaluable to understanding what work is about.

Teacher Comments: "The most interesting thing about the program in regard to art class was the opportunity to take field trips."

Recommendations:

1. Classes should take field trips as a unit, with their own teacher and an assistant, to the factory or town that meets their particular interests.

General Recommendations for Pacific:

1. Production classes should have longer periods. Half days at least should be scheduled; a two hour period does not train for the sustained effort necessary on an eight hour job.

2. Class periods in non-production areas should be flexible, depending on the class and the level of the students. For instance, Music and Physical Education would appear to need shorter than two hour periods; Art and Crafts classes seem able to function well on a two hour basis.

3. Related academic work should be an integral part of the training classes.

4. Production classes should maintain standards as closely related to a real work situation as possible. Teachers all indicated that they would re-structure programs to intensify work and raise standards of work, if the program were repeated.

5. More effort should be made to bring parents into the school to observe types and standards of training.

6. Groups from business, industry, unions, service organizations, etc. should tour and observe production classes.

7. More time should be allowed for staff and teacher conferences.

FORESTRY CAMPS

A contract, here reproduced, was drawn with the State of Washington Department of Parks and Recreation.

> "This will serve as a letter of agreement between the Seattle Public Schools and the Washington State Parks and Recreation Commission.
>
> The Seattle Public Schools agrees to pay the Washington State Parks and Recreation Commission $21,000 or cost, whichever is less, to operate four 10-boy work crews for a period of 10 weeks. At the end of the project the cost of the crews will be computed and the Commission will invoice the Seattle Schools for the charge. The project will start on or about June 20, 1966. The work week will consist of five 8-hour days.
>
> The Washington State Parks and Recreation Commission will organize the entire project to include supervision, transportation, tools, payroll, insurance, and administrative details.
>
> The Washington State Parks and Recreation Commission will have the authority to reject any project that may conflict with State Law, endanger the enrollees, or in the opinion of the staff is not a suitable work project. The State Parks and Recreation Commission will also have the authority to refuse enrollment or dismiss, with just cause, any enrollee.
>
> Selection of enrollees will be done by the Seattle School System.
>
> Work areas and specific projects will be selected by the Washington State Parks and Recreation Commission. The work will be inspected by the School System to insure that adequate standards of training are maintained.
>
> (s) Frank M. Brock, Asst. Supt. Business Services
> Seattle Public Schools
>
> (s) Charles H. Odegaard, Director
> Washington State Parks and Recreation Commission"

Work was done at nearby State Parks and work crews were picked up and returned to Pacific School each day. A close check on attendance and behavior was therefore possible.

During a six week period 4-6 additional boys were included, their wages being paid by the school.

Boys selected to participate in this phase of the project were of widely varying ability. Some boys were of very low ability or problem behavior. A number who were quite young were included to see how they would function in a camp environment. Most of these younger boys had never before had a chance to take part in any sort of a work program and seemed to be those who benefited most from the camp experience. Many had never

before been out of the city, or been camping. Supervisors occasionally brought hot dogs and marshmallows to roast over a fire at lunch time. It is a credit to the crews and supervisors that the boys were able to apply themselves to the work while thousands of people swam and played nearby.

Types of work performed:

1. Clearing trails
2. Cutting underbrush
3. Cutting down trees
4. Digging drainage ditches
5. Pruning trees and shrubs
6. Cleaning park and beach areas
7. Painting fences in the park
8. Digging stumps from the park area

Toward the end of the summer, the forestry camp boys and their supervisors took a field trip to the Weyerhauser Lumber Mill at Everett, Washington. The trip allowed them to see employment possibilities in areas related to their camp work.

Enrollment Statistics

Enrollment: number of students employed during parks program - 76

Race		Handicap	
White	-41	Mentally Retarded	- 63
Negro	-31	Severely Mentally Retarded	- 3
American-Indian	- 3	Deaf	- 7
Other	- 1	Emotionally Disturbed	- 3
	76		76

Reason for Termination		Age	
Sickness	- 2	13 years	- 4
Fired (fighting, stealing, etc.)	-. 5	14 "	- 16
Transferred to other jobs	- 6	15 "	- 21
Replaced (attendance poor)	-18	16 "	- 30
Vacation	- 4	17 "	- 3
School	- 1	18 "	- 2
			76

Absenteeism, through August 23, 1966

Average daily attendance was 46.5
46.5 boys working 47 days = 2,232 workdays
205 days absent, of 2,232 workdays = 9% absenteeism

Recommendations for Forestry Camps

1. Teachers should be employed as supervisors when possible.

2. More communication between supervisors, school and the State Department of Parks and Recreation.

3. Weekly meetings should be held during the first few weeks between the supervisors and the school.

4. Evaluation sheet should be standardized and updated. Supervisors should be informed of standards on which workers are to be evaluated.

5. There should be pre-indoctrination for supervisors on names of tools and their use, skills to be taught, and types of students involved.

6. Crews should be limited to ten during the early part of the program, in order to help the supervisors know the boys better, train them properly, and prevent accidents.

7. Breakfast should be provided for needy boys.

8. Extra lunches should be available for needy or forgetful boys. (See section on Hot Lunches.)

9. Recreation and games should be encouraged at lunch time.

10. There should be a definite work requirement each day. The crews should be motivated occasionally by free time for swimming or play if work assignments are completed.

11. Field trips to logging camps and construction projects should be planned.

12. Work assignments should be rotated, so that each boy is trained in all aspects of the work and in the use of tools.

13. Funds should be made available for work clothes, boots, and raingear for needy boys.

OUTSIDE WORK

The final phase of the project was to provide a bridge between the student and the outside work world. Contacts were made by vocational counselors with potential employers in an effort to locate jobs with adequate supervision and expectations for selected students.

Those placed on outside work were separated from the sheltered school environment but were given frequent counseling. Students who did not succeed were, when possible, brought back to Pacific for additional training or re-assignment.

The wages for this group were paid on three bases:

1. Project pay
   a. For those working for the Seattle School District, Head Start, and other community service programs.
   b. For those whose productivity was too low to meet the standards of business or industry.
2. Employer and Project share cost of employees' wages
   a. For those who had developed some proficiency.
3. Employer pay
   a. For those whose work met employers' standards.

Statistics for Outside Work

Total number of students placed with employers outside the school: 85

Paid by:	Employer	- 17
	Employer/Project	- 14
	* Project	- 54
		85
Sex:	Males	- 60
	Females	- 25
		85
Age:	15 years	- 9
	16 "	- 30
	17 "	- 11
	18 "	- 19
	19 "	- 3
	20 "	- 7
	21 "	- 5
	22 "	- 1
		85

* Project Pay category includes working for:

Seattle Public Schools	- 26
Head Start Program	- 9
Childcare Center	- 2
Seattle University	- 5
Business and industry	- 12
	54

Handicap:		
Mentally retarded		- 56
Severely mentally retarded		- 2
Visually handicapped		- 3
Emotionally disturbed		- 2
Deaf		- 22
		85
Race:	White	- 52
	Negro	- 32
	Oriental	- 1
		85

Job Information: (Jobs outside Pacific School)

I. Custodian Aid - Seattle Public Schools

A. Statistics:
13 boys employed

Race: White - 6
Negro - 6
Oriental - 1

Age: 15 - 2
16 - 8
17 - 2
18 - 1

B. Terminations: - 2

Reason: Stealing. Both reassigned to Pacific School

C. Comments:
There were no problems with this group being absent or excessive lateness to work. With the exception of the two boys terminated because of stealing, this group showed good work habits, cooperation with supervisor, and a willingness to learn. Because of the work displayed by several of the boys, they may have the opportunity for either part-time or full-time work in this area.

II. Car Repair Shop, Typewriter Shop - Seattle Public Schools

A. Statistics:
3 boys employed

Race: Negro - 3

Age: 16 - 3

B. Terminations: - 3

Reason: Vacation- 1

Missing articles - 2

C. Comments:
No problem with absence among these boys. Boys cooperated with their employer. The boys in the car repair shop were terminated because of missing articles in the garage, after six weeks work. There was no definite proof of any boy stealing. Boys in other programs were employed. All the boys were laid off.

III. Head Start Program, Tot Lot, School District Cafeteria

A. Statistics:
12 girls employed:
Head Start - 9
Tot Lot - 2
School District Cafe - 1

Race: White - 2
Negro -10

Age: 15 - 5
16 - 6
17 - 1

B. Terminations: - 0

C. Comments:
Here is an area where our girls excel. They showed a willingness to work, were accepted by their supervisors, and with this relationship received outstanding work experience. The girls learned not only the preparation and serving principles of food, but had the opportunity to work with young children in both Head Start and the Tot Lot.

IV. Gardening - Seattle Public Schools

A. Statistics:
9 boys employed

Race: White - 3
Negro - 6

Age: 15 - 2
16 - 6
17 - 1

B. Terminations:- 3

Reason:
Sickness - 1
Shoplifting - 1 (Reassigned to camp)
Vacation - 1 (after eight weeks)

C. Comments:
The boys demonstrated that academically retarded students can work in this area. The boys were required to travel on city transit buses from school throughout the Seattle area. This is quite an accomplishment as many of these boys had never been north or south of the Central area of Seattle by bus or had any idea where many of the schools were located. Many of the boys were required to leave their homes by 6 or 6:30 a.m. to arrive at their work station on time. They learned many fundamentals of gardening, but equal in importance were the opportunities to work with many college students who work for the school district during the summer.

It should be noted that these boys had outstanding attendance. They showed cooperation and the ability to get along with fellow workers.

V. General inside work - Seattle University

A. Statistics:
5 girls employed

Race: White - 3
Negro - 2

Age: 16 - 2
17 - 1
18 - 1
21 - 1

B. Terminations:- 2

Reason: Mother said not enough pay - 1 Quit - 1

C. Comments:
These girls worked very successfully for the Education Department, filing, sorting material, setting up displays of teaching materials, etc.

VI. In addition, 43 students were employed in the following occupations:

Post Office	clerk-typists, sorters
Supermarkets	stock boy, box boys, cleanup
Cement Company	cement finishers, carpenters, lumber stacker
Architect-Engineer	copy makers, general
Map Company	model maker
Schools	maintenance, clerk-typists
State of Washington	clerk-typist
Jewelry Manufacturer	assembly, polisher
Handicapped Workshop	assembly line
Furniture Company	delivery
Boat Shop	assembly
Aeronautical Assembly Company	carpenter, painter, general
Restaurants	park cars, fry cook, counter girl
Amusement Center	rides operators
Foods Processing	-----
Goodwill Industries	ironer
Hospital	pot washer

Terminated:

Reassigned to Pacific	- 1
To another school	- 1
Other work	- 2
Neighborhood Youth Corps	- 1
Quit	- 2

At the end of the Project, nine of the above students received full-time permanent employment. A number of the other students returned to school for the fall semester. Since termination of the Project a number of students have received permanent employment as a result of their summer training.

Recommendations:

1. Vocational counselors should be in constant contact with the student, employer and parent. They should observe the student in the work situation at weekly intervals.

2. A personal conference should be held with parents to acquaint them with the requirements of the job and the requirements for attendance, lunches and dress. However, no child should be automatically excluded because the parent refuses such a conference.

3. An additional vocational counselor was needed. Counselors were responsible for those on Outside Work, Forestry Camp, and the payroll of those in production classes. This left insufficient time for developing new job openings and for counseling.

4. Intensive counseling must be done with the immediate supervisor of the employee to develop understanding of the limitations and potential strengths of the employee.

5. The only valid test of success on a job for handicapped students is actual job placement. Teacher or counselor opinions and tests are not reliable indicators. Many of the most severely handicapped youths who seemed "hopeless" were much more successful on the job than others who came highly recommended.

6. Many of the older workers might have been kept on the job at the end of the Project if funds had been available to subsidize part of their pay.

7. The responsibility of the Project must not end with issuing checks. The payroll checks were the <u>first</u> checks many students had ever received. For some it was the first check anyone in the family had received for working. Students had to be taught how to sign the payroll, endorse the check, where and how to cash a check. Many students were never able to cash their check independently. It came as a shock to most of the students that their take home pay was less than their gross earnings. Teachers and counselors thus were able to teach about social security and income tax.

ADDITIONAL INFORMATION

Publicity
Hot Lunches
Recruiting of Student Enrollment
Personnel
Budget

PUBLICITY

July 19	KOMO TV	Five-minute news item with film at Pacific
July 20	KOMO TV	Six-minute interview with Project Director on the Buddy Webber Show at 11:00 a.m.
August 3	KING TV	Five-minute news item with film of the Bridle Trails Forestry Camp
August 21	KING TV	Thirty-minute program covering arts and crafts, auto shop, forestry camps, and the deaf students, on Community Workshop Show
August 14	SEATTLE POST-INTELLIGENCER	Sunday Supplement, magazine story and pictures about the handicapped students at school and at work
August 21	SEATTLE TIMES	Sunday supplement, picture story of the State Parks and Recreation Department's Forestry Camps

HOT LUNCH PROGRAM

Free lunches were provided for students at Pacific School. The costs were small because the meals were prepared by the Cafeteria Training classes. The change from the regular paid lunch to the summer free lunch produced the following results:

> A marked reduction in tension, strife, stealing and line bucking during lunch hour.
>
> There was a drop in noise level and the tone of the lunch-room was much more relaxed.
>
> All students were on a "par." No one was embarrassed by accepting "charity."
>
> It was possible to control what the students ate. Many of the home packed lunches contained nothing but candy and a dried slice of bread.

During the first few days of the Forestry Camp it was found that a number of boys had no lunches, had forgotten lunches, or had improper food from home. Many of the boys had left home without breakfast. Several fights broke out over the possession of food, and the afternoon productivity fell. Thereafter, the Home Economics classes packed one dozen lunches which were available to these boys at the foreman's discretion. After the provision of lunches, the noon break became relaxed and friendly, and the afternoon productivity showed a marked increase.

Comments:

> Nurse: "...we believe the well balanced school lunches...have improved their mental and physical well being."
>
> Teacher: "Also the free lunches are important. Several students said it was their only meal of the day."

Recommendations:

> It is recommended that free lunches be provided in all programs serving lower economic and handicapped children. Even those students who have money in their pockets for lunch will go without food to spend the money on other desperately needed items.

RECRUITING OF STUDENT ENROLLMENT

Since attendance was voluntary, aggressive recruiting of students is necessary to uphold enrollment and to replace students sent to work. The following recruiting methods were used:

1. Originally, letters were sent home with students on the last day of school. Letters should also have been mailed; students often fail to deliver them.

2. Personal contacts - The staff was already acquainted with many handicapped students and made personal contacts with them at their homes or on the street.

3. Phone contacts with parents of potential students were made daily by the office.

4. The program received wide coverage on television and in the newspapers.

5. Word of mouth, as students contacted other friends.

As important as recruiting was a constant close check on attendance:

1. First day of absence produced a phone call home.

2. Second day of absence called for a repeat phone call home.

3. If the parents were not reached by the third phone call, a post card was sent asking the parent to contact the school.

4. Succeeding unexplained absence resulted in withdrawal of the student.

PERSONNEL

The following is a brief resume of the duties of the principal staff members, and the areas in which additions or changes are needed. A good portion of the success of the project was due to the fact that supervisory personnel worked as a team without rigid division of duties. However, the general duties handled by each were as below:

Director of Special Education:
Served as a liason between the Seattle Public Schools and the Handicapped Youth Experimental Training Fund program.

Project Administrator:
Personnel - employment and problems.
Liason with Seattle Public School purchasing and accounting offices, to facilitate procurement of supplies.
Made constant visits to schools and camps; instituted changes when necessary in order to better integrate the program.

Project Director:
Budget - In a short term project the normal accounting procedures are too lengthy. Daily accounting is necessary to keep a running balance of expended funds in each category.
Liason - State of Washington Department of Labor, Attorney General, and Department of Parks and Recreation; and the United States Department of Labor.
Inform staff of purposes and aims of the project, and keep them informed of status of the budget.
Public Relations - Coordination of television and newspaper coverage.
Prepare Evaluation.

Principals:
Recruiting of students.
Records - Keep attendance records and inform parents immediately of absence. Keep records of age, sex, race, assignment, withdrawals. The constant recruiting and reassignment of students makes this extremely complex.
Discipline.
Scheduling of classes and students.

Vocational Counselors: (see section on Outside Work)
Locate jobs.
Assign and supervise students.
Records - Age, race, sex, assignment, rate of pay, progress of each employed student.
Payroll - Biweekly pickup of payroll forms from each employer, compilation of payroll, distribution of check to each employee at place of employment.

Field Trip Director:
More students were placed on outside work and at camp at the start of the program than had been anticipated and therefore class loads were lighter than expected. A teacher was therefore assigned to plan and coordinate all field trips for both Lowell and Pacific Schools.
Contact place to be visited for permission, size of group, etc.
Arrange transportation.
Inform teachers of tours available and arrange appropriate tours for each class.
Attend field trips when possible.
Make an evaluation of each tour from information received from teachers and students.

Teachers (Pacific):
Teachers trained as prevocational specialists were used for all classes.
All teachers had previous experience with handicapped children.
Train students in handling of tools and equipment.
Supervise those students being paid for production work.

Teachers (Lowell):
The original proposal projected an enrollment of 200 at Lowell School. This figure was not met and the teaching staff was therefore reduced by one. Staff members were all experienced teachers, although not all had prior experience with the handicapped.

Nurse:
It was found that one nurse could service both schools, since both are in the same geographical area.
Emergency care.
Health examinations.
Health education.

Speech Therapist:
See section on Lowell School.

Physical Therapist:
The institution of Physical Education for even the severely handicapped reduced the need for physical therapy. A part-time physical therapist was used for work with the blind in their one day per week program.

Secretarial Staff:
The original proposal included one project secretary and one secretary for each school. One additional secretary was obtained through the Neighborhood Youth Corps. Additional secretarial help was needed.

Personnel Recommendations:

All recommendations are based on size of the project.

1. Add one secretary for the vocational counselors to handle payroll and record keeping.

2. Add one secretary at Pacific School to handle attendance and enrollment statistics.

3. The full secretarial staff is needed at least one full week before classes begin and one full week at the end of the project.

4. The field trip director was a necessary addition to the staff and should be included in any project of this size.

5. One additional vocational counselor was needed. (See section on Outside Work - Recommendations.)

BUDGET

There were several areas in the budget in which there is major variance between the amount budgeted and the amount expended.

At this date, final figures on expenditures are not yet available from the Accounting Department of the Seattle Public Schools. Therefore all figures on expenditures are approximations. Areas in which wide variance occur are explained below:

1601 Enrollee Wages

	Budget	Approximate Expenditure
	$57,000	$31,000

1. During no pay period were 200 students on the project payroll. The highest number on any payroll was 187.
2. Budget was based on a 6 hour work day. Production classes were 2 hours long. Therefore, many enrollees worked fewer hours than expected.
3. Fewer students than expected achieved maximum pay-rate. Raises were not automatic, but earned.

1621 Enrollee Transportation (Bus Tokens)

Budget	Approximate Expenditure
$ 5,000	$ 2,000

This item was based on 200 in attendance. Most Lowell students were transported by special carrier. Those at Forestry Camp and on Outside Work reduced the average daily attendance at Pacific to 140.7.

1670 Postage

Budget	Approximate Expenditure
$ 22.00	$ 30.00

Consideration was not given to mailing of letters for recruiting or mailing of final paychecks.

1670 Instructional Supplies

Budget	Approximate Expenditure
$ 7,200	$ 2,600

Students were placed on Outside Work assignments much earlier than anticipated, thus reducing supplies necessary for production classes.

1670 Hot Lunch Program

Budget	Approximate Expenditure
$ 4,000	$ 2,600

Budget for 200 meals per day
In actuality, approximately 140 meals per day were served.

1680 A. Seattle Transit Bus (Field Trips)

Budget	Approximate Expenditure
$ 3,600	$ 1,200

Busses not needed daily; no swimming program. Busses contracted as needed.

B. Special Carrier

	Budget	Approximate Expenditure
Lowell enrollment lower than expected Less physically handicapped enrolled than anticipated; busses could therefore carry a higher passenger load.	$18,500	$ 8,500

C. Swimming Program

	Budget	Approximate Expenditure
Swimming was eliminated, since no pool was available to this large a group on such short notice.	$ 900	-0-

D. Medical Examinations

	Budget	Approximate Expenditure
More funds are necessary for examinations. Fee for adequate examination exceeds the $10.00 limit. More students were examined than anticipated.	$ 700	$ 700

Additional items for which funds should have been budgeted include:

1. Evaluation:
   a. Project Director's salary
   b. Secretarial salary
   c. Reproducing 50 copies

2. Field Trips
   a. Entrance fees to aquarium, etc.
   b. Trips by other than bus (boat, train)

3. Overtime: (Staff members put in many hours of overtime)
   a. Hourly payrates should be raised
   b. Funds should be budgeted for time over the 8 hour day
   c. Teachers should be on 8 rather than 6 hour day

GENERAL RECOMMENDATIONS
CONCERNING THE TOTAL PROGRAM

1. Approval should be granted sufficiently in advance of the project to allow:

   a. Intensive recruiting efforts.
      Contact should be made with state schools for the deaf and blind as well as with associations dealing with the handicapped.

   b. Time for procuring supplies.

   c. Thoughtful planning of class and work programs.
      A one week orientation program for teachers and staff, including trips to camps and work areas, would help personnel to understand the project, the purposes of pay incentive, and areas in which the classroom can best prepare the student for outside work assignment.

2. More park or forestry camps. Some "live-in" camps should be provided. Many more boys wanted to participate in camp work than could be accommodated. The forestry work camp holds special attraction for the city boy. It is "man's work," healthy and a real work experience. "Live-in" camps provide regular hours, food, and supervision not possible in a day work camp which returns the boy to "the street" each night.

3. Students should be placed in outside jobs on a probationary basis. Both student and employer must understand that if a student does not meet requirements of the job he will be returned to the school. Many students don't understand the reasons they are terminated; the staff should then explain why they lost the job and efforts can be made to correct the problem. A replacement will be sent to the employer, thus keeping the work station filled.

   The school and vocational counselor should maintain a waiting list of potential workers. New job opportunities and replacements for existing jobs can then be rapidly filled from those in training classes.

4. Jobs for the handicapped should be solicited primarily in areas not affected by fluctuations in the economy. Laundry, salvage, institutions, etc. have many permanent long-range employment opportunities. "Boom" and military contract industries are poor employment risks for the handicapped. A percentage of permanent jobs in appropriate areas should be reserved by city, county, state and federal government agencies.

(See also Recommendations following sections on: Lowell School, Pacific School, Forestry Camps, Outside Work, Recruiting of Student Enrollment, Personnel, and Budget.)

CONCLUSIONS

Living in a society that places high premium on earning and possessing money is particularly frustrating to handicapped youth. An emotional overlay more debilitating than the handicap itself is often created by trouble with academic learning, lack of job opportunities, and schooling which offers little vocational training and experience. Most handicapped youth see little place for themselves in the adult work world and little relation of their schooling to work.

Maximum stress should therefore be laid on training and employing these students at the earliest possible age (12 to 14 years). This is particularly important if the family background includes a history of unemployment, welfare and/or Aid to Dependant Children. Older students, who have been sitting in special or remedial academic classes, already have established attitudes and behavior patterns which make them less employable and less desirous of employment.

The opportunity provided by this project to offer the student immediate work training and paid jobs in the community produced rapid and provocative results in students, parents, and the community.

a. The school was recognized by the student and the parent as a real connection between education and the outside world of work.

b. Unlimited opportunities for counseling students on dress, attitude, attendance and job responsibility were not only accepted but solicited.

c. Peer groups (gangs and cliques) were disrupted. Status was achieved by holding a full time job outside the school.

d. Younger students (12 to 14 years) were the most interested and aggressive about learning to work and wanting a job.

e. Parents of many non-handicapped youths contacted the project asking to enroll their children in work training.

f. Many teen aged youths from the Negro community surrounding the Pacific School heard of the work training project and came to the school to enroll. Reluctantly the staff turned them away. The majority of these students were between 12 and 15 years old, and thus could not qualify for other work programs throughout the city because of age.

g. Employers telephoned or visited the project offering suggestions for improving the training program.

Splitting the wage of the student between the project and the employer for low ability students opens many doors in industry. The student receives the minimum wage rather than sub-standard wages or no wages at all. The employer and the project have an investment in the student. Such subsidization of wages may be necessary for some workers for only a short time, the worker then having achieved competitive skill. For others, however, a wage subsidy may be necessary on a long term or lifetime basis.

Each person is therefore contributing to his own support to the maximum of his ability.

The alternative to such cooperation between the handicapped individual, the employer and government is complete dependence of the handicapped. Long term welfare or institutionalization is certainly a much more costly and undesirable solution, for both the handicapped and the taxpayer.

Popular belief that the handicapped are "accident prone," especially the mentally retarded, is negated by the 47,234 accident-free man hours worked during this project. The handicapped need not be a safety problem if attention is paid to intensive production training, realistic job placement and close supervision during the first few weeks on the job.

Police, Juvenile Officers and Juvenile Court personnel commented on the apparent reduction of contact between their agencies and Pacific School students throughout the summer. The school staff also made comment to this effect. Validation of this assumption through court records is being attempted at present.

It is interesting to note the racial distribution in the project. Approximately 4.8% (1960 census) of Seattle's population is Negro. In dealing with handicapped students the same relative percentage should occur. In all handicapped categories except the Educable Mentally Retarded the incidence of Negro participation was equal to or less than this percentage. It is in the Educable Mentally Retarded group (identified by tests given during the regular school year) that the proportion of Negro participants rose drastically, clearly indicating the debilitating effects of social, cultural, and emotional deprivation.

The feasibility of duplicating a program of this size and diversity by other groups or school districts must be considered. Seattle had distinct advantages in getting a project of this size "off the ground" on such short notice and for such a limited duration (approximately 50 days).

a. Seattle Public Schools already has a large Special Education Department which includes the two special schools used during the project, i.e., Lowell (orthopedic) and Pacific (mentally retarded).

b. Pacific School had the existing shops, staff and equipment to set up the training classes.

c. The trained and experienced special education teachers were a part of the project regular staff, or had experience with handicapped children in other areas of the Special Education Department.

d. Most of the students were previously known to the Special Education Department and therefore were able to be contacted for enrollment.

Cities and school districts who lack the large specialized physical facilities or a staff which has already worked together, should start with a smaller project and choose only one or two areas for training and work experience.

We feel every school district should have annual summer programs of this type for the handicapped. This program provided solutions to problems of the student, his family, industry, and society as outlined in the preface. Furthermore, <u>every</u> student should be provided an opportunity to participate in similarly designed work experience programs. All or any part of Seattle's project could be duplicated for any group by varying the kinds and intensity of the training and work.

George Heliotis
Pacific Pre-Vocational
510 - 11th
Seattle, Washington

Dear Mr. Heliotis:

C O P Y

We, as a group of parents, would like to express our satisfaction with the Federal Aid Summer School Program. It was a stimulating and well-developed program that we hope can be enlarged to include children to 21 years of age.

We feel our children benefit by a continuous school and activity program during the summer months. The long span between spring and fall classes creates boredom and regression.

Thank you for this new and far-sighted program for the retarded and we anticipate hearing further developments in the near future.

Sincerely yours,

Nellie Goodhue Guild
Seattle Area Guilds for Retarded
(s) Mrs. Walter Stanley

E. J. TOWLE COMPANY

406 Dexter Avenue North, Seattle, Washington 98109 - Area Code 206, MA 4-0013

October 19, 1966

Mr. Russell H. Arwine
Vocational Counselor
Pacific Prevocational School
12th Avenue & East Jefferson
Seattle, Washington 98122

C

Dear Mr. Arwine:

O

I would like to take this opportunity to express our
P thanks for being able to participate in the work
program with the handicapped youth from Seattle schools.

Y

When first approached with the plan, I must admit I was a little hesitant to give it a trial. However, after having these young people here, I am convinced it was helpful to us as well as to them.

As a result of having these young people on this work program, we have hired three of them on a permanent basis and they have proved to be very valuable to us. I hope that in turn we have helped them and that our association will be a long one.

I think this program is very beneficial and is definitely worth continuing. Thanks again for this opportunity, and hoping this program will continue, I am,

Very truly yours,

E. J. TOWLE COMPANY

(signed)

Paul W. Happold
Manager

Designing and Manufacturing Jewelers

Z I P ' S D R I V E I N

Restaurants

Mailing Address: 5401 26th NE
SEATTLE, WASH 98105 LA 5-3233

October 19, 1966

Mr. Russell H. Arwine
Vocational Counselor
Pacific Prevocational School
1114 East Jefferson Street
Seattle, Washington 98122

C O P Y

Dear Russ:

Just a line to tell you how we as employers feel about your "Work Experience Program". Obviously most of the students at Pacific School would be unable to qualify as the type of workers we normally hire. If it were not for the terrific job of training and screening you and your fellow educators at Pacific School do, I do not believe our restaurants would be willing to take a chance with these youngsters.

Pacific School with the assistance of the Federal Government is opening the doors of employment opportunity to many young people who would otherwise be denied the chance. You also have given employers the opportunity to help many fine young people and have given these employers the satisfaction of being able to contribute to a program that is a definite contribution to our community and at the same time helping ourselves.

As you know, several of your students have worked for us full time and at the present time three of your students are full time employees of ours.

With help for the restaurant industry almost impossible to obtain in this area at this time, we wish to thank you for your past help in acquiring good young workers for our industry and only hope that Pacific School will be able to continue this fine program.

Sincerely,

(Signed)

William L. Craigen

A E R O S T R U C T U R E S

CORPORATION

20213 84th Ave. South, Kent, Washington 98031 UL 4-0200

October 19, 1966

Mr. Fred Crosetto, Principal
Pacific Prevocational School
1114 East Jefferson Street
Seattle, Washington 98122

C
O
P
Y

Dear Mr. Crosetto:

Aero Structures has employed several of your students in the recent Work-Experience Program. The result of this venture have been most revealing to the personnel of this company.

The severely handicapped citizen does not possess the attributes to successfully compete for jobs without someone speaking for him. Once established on a job station fitted to his capabilities he can assume routine responsibilities.

Aero Structures has retained one of your students as a permanent employee. Mr. Arwine, Vocation Counselor, spent a great deal of time this summer developing a Janitorial Program suited to our needs and within the capabilities of the student. We are very pleased with the outcome of this training.

To the staff at Pacific Prevocational School an appreciative thanks for giving all of us, at Aero Structures, an opportunity to participate in a most worthy and very much needed program.

Yours truly,

AERO STRUCTURES CORPORATION

(signed)

Richard Francisco, President

MRS. J's FOOD PRODUCTS COMPANY

3119 Eastlake Avenue East - Seattle, Washington 98102

October 17, 1966

Mr. Russell Arwine, Counselor
Pacific Pre-Vocational School
510 Eleventh (12th & E. Jefferson)
C Seattle, Washington

O Dear Mr. Arwine:

P Having been a participating employer in the Work Experience Program we feel you and your
Y staff at Pacific School are to be commended.... for we know first-hand of your efforts, the time and energy spent, in behalf of these youngsters.

Two lads have been successfully placed with us. One is now a full-time employee; the other, currently working as a trainee, will in time we feel prove equally as capable.

Yours very truly,

Mrs. J's Food Products Company

(Signed)
(Mrs.) Mary J. Jakutis, manager

Note: A twenty-five (25) minute film covering all phases of the Handicapped Youth Project is being prepared for the Department of Labor.